第２講　空所補充 1-(B) 対策①

ポイント

【1】追加
【2】同形反復
【3】抽象の発見

次の空所 (1) ～ (5) に入れるのに最も適切なものを後ろのページに記したア～クより選び，その記号を記せ。ただし，同じ記号を複数回用いてはならない。

It's sometimes said that human beings live two lives, one before the age of five and another one after, and this idea probably stems from the enormous amount of time which those first five years of our lives contain. It's possible that we experience as much time during those years as we do during the seventy or more years which come after them.

It seems that during the first months of our lives we don't experience any time at all. According to the research of the psychologist Jean Piaget, during the first months of our lives we live in a state of 'spacelessness', unable to distinguish between different objects or between objects and ourselves. We are fused together with the world, and we don't know where we end and where it begins. We also experience a state of timelessness, since — in the same way that we can't distinguish between objects — we can't distinguish one moment from the next. We (1).

NOTE

We only begin to emerge from this timeless realm as our sense of separation begins to develop. According to Piaget, this begins at around seven months. We start to become aware of ourselves as separate entities, apart from the world, and also to perceive the separation between different objects. Along with this, we begin to be aware of separation between different events. We (　2　), encouraged by the development of language, with its past, present, and future tenses. According to Piaget, this process follows four stages. First, we recognise that people arrive and events begin; second, we recognise that people leave and events end; third, we recognise that people or objects cover distances when they move; fourth, we become able to measure the distance between different moving objects or people — and at this point we have developed a sense of sequential time.

After this point of 'falling' into time, we (　3　). If the sense of sequence is the result of our development of a separate sense of self, we can probably assume that the more developed our sense of self becomes, the more developed the sense of sequence will be. As a result, time will seem to move faster. This sense of time speeding up isn't something that we just experience as adults; it probably happens from early childhood onwards. Time may pass for a two-year-old child, but probably only at an incredibly slow speed. But as the child's sense of self becomes more developed, the speed of time increases, too. Time probably moves faster to a child of four than it does to a child of three, and faster to a child of seven than it does to a child of six.

NOTE

However, even at this age time passes many times more slowly than it does for adults. This is why, as any parent knows, young children (　4　). Primary-school teachers should be mindful of this when their pupils' attention starts to wander — what seems to be a fairly short 40-minute lesson to them is stretched many times longer to the children.

Young children's sense of time is not yet fully developed in other ways, too. They can't accurately guess how long events last — in fact, they only become able to do this in terms of seconds at the age of six or seven. They (　5　). When children between the age of two and four talk about what they have done, or retell the story of something that's happened to them, they almost always mix up the order of the events, usually grouping them together in terms of association rather than sequence.

（13 東京大 1-(B)）

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NOTE

ア　can only speak in the present tense

イ　become more and more subject to it

ウ　begin to rank the importance of events

エ　don't know when an event begins or when it ends

オ　don't have a clear sense of the sequence of past events, either

カ　develop a sense of sequential time, a sense of the past and future

キ　encounter many new things every minute but still retain a sense that each event is unique

ク　always think that more time has gone by than actually has, and often complain that things are taking too long

東京大学英語対策講座　復習テスト　第二回

次の見出し語の意味に合う表現を，下の①～④から一つずつ選びなさい。

1. ～から生じる
① result in　② stem from　③ turn to　④ step in

2. 区別する
① distinguish　② determine　③ entertain　④ defer

3. 領域
① theme　② subject　③ realm　④ reference

4. 存在
① entire　② entity　③ empty　④ lump

5. 連続した
① frequent　② sequential　③ eloquent　④ peasant

6. さまよう
① wonder　② tender　③ wander　④ consider

7. 関連
① lenient　② association　③ attention　④ appetite

8. 融合させる
① fuse　② confuse　③ diffuse　④ refuse

9. 思い込む
① resume　② presume　③ assume　④ consume

10. ～の観点で
① in person of　② with regard to　③ along with　④ in terms of

NOTE

東京大学英語対策講座　第２講　解答

< 解答 >

(1) ―エ　(2) ―カ　(3) ―イ　(4) ―ク　(5) ―オ

＜全訳＞

時に言われるのは，人間は二つの人生を生きるということで，一つは 5 歳までの人生 , そしてもうひとつはそれ以降の人生であり，この考えはおそらく，私たちの人生の最初の 5 年が含む膨大な量の時間が原因だ。私たちが最初の 5 年で経験する時間は，その後に来る 70 年以上の間にするものと同程度である可能性がある。

生後最初の数ヵ月の間，全く時間というものを経験していないように思える。ジャン・ピアジェという心理学者の研究によると，人生の最初の数ヵ月は，私たちは「空間のない」状態で生きており，異なる物体同士，あるいは物体と自分たちの区別ができないのだ。私たちは世界と融合しており，どこまでが自分で，どこから世界が始まるのかわからない。私たちは，時間のない状態も経験する。その理由は，物体同士の区別ができないのと同じように，ある瞬間と次の瞬間の区別ができないからだ。私たちはある出来事がいつ始まって，いつ終わるのかわからないのだ。

私たちは自分たちの別々だという感覚が発達し始めてようやく，このような時間のない領域から抜け出し始める。ピアジェによると，これはおよそ生後 7 カ月くらいに始まる。私たちは，自分たちが周りの世界とは別の，個体であることに気付き始め，異なるもの同士の区別も認識し始める。このことと一緒に，異なる出来事の区別にも気付き始める。私たちは，時間が連続する感覚，すなわち過去と未来の感覚を発達させ始めるが，これは過去，現在，未来時制を伴う言語の発達によって促される。ピアジェによると，この過程は 4 つの段階を踏む。第一に，人が到着すると出来事が始まると認識する。第二に，人が去ると出来事が終わると認識する。第三に，人やものが動くと，距離を移動すると認識する。第四に，様々な，動いている物体や人との距離を測れるようになる。そしてこの時点には，時間が連続する感覚を発達させているのだ。

この時間の中に「落ちていく」時点の後には，私たちはますますその支配下に置かれるようになる。もし時間が連続する感覚が，私たちの独立した自意識の発達した結果なら，自意識が発達すればするほど，それだけ連続する感覚もますます発達すると想定することができるだろう。結果として，時間はさらに速く進むように思えるだろ

う。この時間が速くなっていくという感覚は，大人になってからしか経験できないものではない。それは，おそらく幼児期の初期からずっと起きている。時間は，2 歳児にとっても経過するかもしれないが，信じられないほどゆっくりとしたスピードのはずだ。しかし，子どもの自意識が発達するにつれて，時間のスピードも速くなる。おそらく，3 歳児よりも 4 歳児にとっての方が，また 6 歳児よりも 7 歳児にとっての方が，時間の流れは速くなる。

しかしながら，たとえこの年齢でも，大人が感じるよりも何倍もゆっくりと時間は経過する。こういうわけで，どんな親でもわかるとおり，幼い子どもたちはいつも実際より多くの時間が過ぎたと思い，時間がかかりすぎだと，よく不平を言う。小学校の教師は，生徒たちの注意が散漫になり始めたら，このことを気に留めるべきだ。教師たちにとってはかなり短く思える 40 分の授業も，子供たちにとっては何倍も長く引き伸ばされている。

幼い子どもたちの時間感覚は，他の点においてもまだ十分には発達していない。彼らは，正確には出来事がどのくらい続くのかを推測できていない。それどころか，6 歳か 7 歳でも，秒の観点で，これをやれるにすぎない。その子たちは，過去の出来事の順序という感覚も，はっきりと持っているわけではない。2 歳から 4 歳の子どもたちが自分のしたことについて話したり，自分に起きたことの話をもう一度したりするときは，ほとんどいつも出来事の順序を混同し，たいていは順序というよりむしろ結びつきという観点で一緒にまとめてしまうものだ。

第２講　重要語彙リスト

1	stem from	～から生じる
2	fuse	融合させる
3	realm	領域
4	entity	存在
5	along with	～と一緒に
6	sequence	連続
7	incredibly	信じられないほど
8	wander	さまよう
9	order	順序
10	association	関連

第２講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

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東京大学英語対策講座　復習テスト　解答

< 第二回 >

1. ②	2. ①	3. ③	4. ②	5. ②
6. ③	7. ②	8. ①	9. ③	10. ④